


## Transition Adviser – Case Studies

<p><b>PHOTO</b></p> 	<p>Name: Steven Dewhurst Greystanes High school</p> <p>Invention, my dear friends, is 93% perspiration, 6% electricity, 4% evaporation, and 2% butterscotch ripple.</p> <p><b>Willy Wonka</b></p>
<p><b>School:</b> briefly outline your school location, student profile and any other points of interest</p>	<p><b>Greystanes High school- Western Sydney multicultural, Working/middle class. Developed culture of high achievement. Stable long term staff.</b></p>
<p><b>My primary role(s) in the school</b></p>	<p><b>Transition/Careers/Boys Program</b></p>
<p><b>I was trained as TA in...</b> what year?</p>	<p><b>2014-Rydges World square.</b></p>
<p><b>My role as Transition Adviser:</b> include if you work in a team approach and the</p>	<p><b>The Careers/Transition team at Greystanes high are integrated and highly flexible in their roles. As the transition concept develops more people become official and unofficial members. Personally I cover many roles in both transition and Careers with our Careers</b></p>

<p>impact of working this way. Who are the targeted students?</p>	<p><b>adviser on his own “Transition”. The Transition team includes; Mark Green- Careers, Steven Dewhurst- Careers- Transition-Boys program, Brad Leonard- Transition, Megan Farnham- Girls program, Kerry Barton-HSC success- Fast Forward, Amarjit Walia- ABCN coordinator, Trish Booth- Community Liaison Officer.</b></p> <p><b>The team approach is fantastic as it enables us to take advantage of as many opportunities as possible and to follow them through. Significant funding needs to be committed for this to be successful and the executive have recognised the value in these programs and are willing to commit the funds. Club grants also contribute a significant amount of money specifically to the Boys Program.</b></p> <p><b>As a careers/Transition team all students are targeted to achieve their best from the elite high Hsc achievers through programs like “Elevate” through to the students seeking Trades, traineeships or apprenticeships through the Boys and girls program, links with Parramatta college through L2L. The <b>disengaged</b>, disinterested or those with learning difficulties are targeted through; Breakthru transitions, Ability options and Parra College Transition program.</b></p>
<p><b><i>My major achievements in this role:</i></b> Outline what activity or activities has/have most benefitted your students and the school. Include if possible change in school culture / value of partnerships / connection with parents etc.</p>	<p><b>Two of the most successful activities have been the Building project and the Careers golf day. The Building project involves approx. 16 boys designing and building a structure within the school that involves many elements required by tradesman and run as an actual building site(I have photos if you would like to see them.</b></p> <p><b>The Careers Golf day involves a number of local employers and tradesman attend a golf day and lunch with the Students to have informal careers discussions. A number of students landed jobs on this day.</b></p>
<p><b><i>The challenges I have experienced:</i></b> Outline not only the challenges but also</p>	<p><b>Everything works with planning however many people expect problems to be solved immediately. Transition is the one stop shop for every problem in the school, students sent</b></p>

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strategies that enabled you to overcome the challenges.	<p><b>straight from deputy interviews, return from suspension or n award warnings. “Find something for them.”</b></p> <p><b>Strategies-</b> meet every situation with a smile, if a solution isn’t available one will be soon. That is why is it so valuable to develop partnerships, take every opportunity that is presented. Two of our greatest assets ABCN and Parramatta college work solely with a very small number of schools and continually offer us opportunities because we respond. We have had to allocate a person to each of these organisations they offer so much.</p>
<i><b>What I have learnt in this role.</b></i>	Transition support can have an enormous impact on student outcomes when they leave school and assist greatly in re engaging students to school and their education.
<i><b>The impact of the TA initiative on the school and its community.</b></i>	So many teachers have thanked me for sending students on programs or helping them find jobs as they have classrooms more conducive to learning when the disengaged student is removed. They don’t realise the amazing things the student is achieving in the alternative environment, whether it is the workplace or the programs they are in. Greystanes high school seems to be much calmer with less disruptions and anti-social behaviour. The students who would cause most disruption are proud of the work they are doing for the school through the building project. They have taken ownership and feel a sense of belonging and connection to the school. Greystanes is now a place of pride for them and something they want to protect.
<i><b>My school’s vision for the TA role into the future.</b></i>	I am happy with the way the Transition/careers team is functioning and it’s more a matter of maintaining momentum. This means continued enthusiasm and input from people with vision. It also requires continued funding which I am aware could stop at any time. Most importantly now is to continue to foster partnerships to ensure all students get an opportunity to achieve their potential.
<i><b>Do you have a story of change/impact that the TA role has had on other developments in the school or its community? (This last question is particularly relevant to a TA who has been in position for say 2-4 years, as we are keen to document a couple of case studies</b></i>	

**over time.)** Ideas might be: how the collaboration of the TA and CA has improved student services; the development and impact of a Career and Transition Team approach; executive teacher's impact on career and transition services.

**Your story:**

**I feel I have covered the areas above so I will tell you the story of Jayden. The most annoying student at Greystanes high school. Jayden spent more time in the corridor or the Deputies office than the classroom. I was one of the teachers he most despised. Of course that meant he was the transition advisers problem. Jayden became a member of the building project team and excelled and annoyed in equal doses from day one. Towards the end of the project we held our careers Golf day and Jayden was paired up with a local plumber. At the end of the day Jayden told me that he was going to be offered a plumbing apprenticeship. When I asked him how that happened he told me because he could read a map. The plumber couldn't.**

**Sure enough some weeks later the plumber called and offered Jayden a job and off he went. I've never had so many pats on the back from staff. 2 days later I received a call from the plumber, he was telling me Jayden was the best Plumber he had ever hired. They were installing Kitchens in 17 apartments. After completing the first install Jayden disappeared for a while and the Plumber was concerned. He went looking for Jayden and found he had laid out all the components for the next kitchen in order ready to be installed and continued to do all 17.**

**Jayden was riding his pushbike to work even for night jobs, he spent all his money buying his own tools and when he was old enough a UTE to put them in. I still get regular updates and requests for more apprentices. This was my proudest moment as transition adviser.**

**To be completed by the Principal:**

Principal Name: \_Grant Sparke\_

I have read this document provided by the Transition Adviser and support the information provided within. I understand that any changes as a result of editing and preparation for publication will be sent to me for approval prior to publication.